Curriculum Handbook *for* **Parents**

2005–2006

Catholic School Version

GRADE 3 THREE

Alberta EDUCATION

Alberta Education

This document, along with most Alberta Education documents, can be found on the Web site at **http://www.education.gov.ab.ca**.

Parent documents referenced in this handbook, along with most Alberta Education documents, are available for purchase from:

Learning Resources Centre
12360 – 142 Street
Edmonton, Alberta, Canada, T5L 4X9
Telephone: 780–427–2767
Toll free: 310–0000 (inside Alberta)
Fax: 780–422–9750
Internet: http://www.lrc.education.gov.ab.ca

Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

Aboriginal Services Branch
Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

Curriculum Branch
Telephone: 780–427–2984
Fax: 780–422–3745
E-mail: curric.contact@edc.gov.ab.ca

French Language Services Branch
Telephone: 780–427–2940
Fax: 780–422–1947
E-mail: LSB@edc.gov.ab.ca

Learner Assessment Branch
Telephone: 780–427–0010
Fax: 780–422–4200
E-mail: assess.contact@edc.gov.ab.ca

Learning and Teaching Resources Branch
Telephone: 780–427–2984
Fax: 780–422–0576
E-mail: curric.contact@edc.gov.ab.ca

Learning Technologies Branch
Telephone: 780–674–5350
Fax: 780–674–6561
E-mail: ltbgeneral@gov.ab.ca

- For information about LearnAlberta.ca
  Telephone: 780–415–8528
  Fax: 780–422–9157
  E-mail: LearnAlberta.Contact@edc.gov.ab.ca

Special Programs Branch
Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: SpecialEd@edc.gov.ab.ca

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Curriculum Handbook *for* **Parents**

2005–2006

Catholic School Version

GRADE **3**

This Curriculum Handbook provides parents with information about the Grade 3 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Education Web site where more information can be found
- a feedback form.

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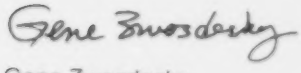
Message from the
Minister of Education

As a former teacher, I know first-hand that it takes a community to educate a child and that parents play a vital role on a child's learning team. Helping your children do well in school prepares them for a successful future, both in school and in life.

Alberta Education developed the *Curriculum Handbook for Parents* to help you in this regard. This series of handbooks contains information on what your child will learn in the classroom, as well as the education goals set for this school year.

Our education system is designed to help students realize their individual potential. As we celebrate our province's Centennial, we can be proud that our basic education system is one of the best in the world. Our students continue to achieve outstanding results on both national and international assessments—an achievement made possible through the combined efforts of our students, parents, teachers, and the broader learning community.

I encourage you to read this handbook closely, and to discuss any questions you may have with your child's teacher(s).



Gene Zwozdesky
Minister of Education
Deputy Government House Leader

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Education for their updated Kindergarten to Grade 12 Curriculum Handbooks for Parents.

The Church has always recognized that you, parents, are the first and primary educators of their children, especially with regards to education in the faith. Your role as parents is vital in the life of the Church, ensuring that the Gospel is truly lived in the context of your family and in the life of our schools and communities. Today, more than ever, your role is vital in working with our schools to continue to provide the best possible education for our children.

To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Assist young men and women, boys and girls, to understand themselves as moral persons living the way of Christ through the experience and teaching of the Catholic Church. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Education for providing these updated Curriculum Handbooks for Parents. They provide a comprehensive presentation of the content and expectations of the Religious Education Program approved by the Canadian Conference of Catholic Bishops. They reflect the essential character of Catholic schools as communities of learning.

May their use be a source of ever-greater faith, hope and love in all of our communities throughout Alberta.

Sincerely,

+ Thomas Collins

✠ Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

8421 – 101 Avenue, Edmonton, Alberta T6A 0L1 ♦ Tel.: (780) 469–1010 ♦ Fax: (780) 465–3003

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Information for Parents

Introduction

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning. The *Curriculum Handbooks for Parents* have been designed to assist parents in participating in their child's education by fostering an understanding of what students learn at each grade level.

Learning in Alberta

Schools provide students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the provincial curriculum to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and Church teaching can be integrated with other subjects.

Alberta Education assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Education indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.education.gov.ab.ca

Authorized resources are available for purchase from the Learning Resources Centre (LRC).

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Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

This resource is available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca

- *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9* – Strategies parents can use to help their child improve organizational, reading, writing, spelling, mathematical, test taking and project skills at the grades 1–9 levels.

http://www.education.gov.ab.ca/parents/mathprbk.pdf

- *Working Together in Mathematics Education* – Ways parents can support student learning in mathematics.

http://www.learnalberta.ca

- *LearnAlberta.ca* Web site – Online multimedia learning resources that directly relate to the Alberta programs of study.

http://www.2learn.ca/

- *TELUS 2Learn* Web site – An education/business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

School Councils

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils' Association (AHSCA).

http://www.ahsca.ab.ca

School Fees and Fundraising

Decisions regarding school fees and fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fund.html

School Fees

A primary objective is to ensure that fees are not being charged for core items. The *School Act* allows for certain fees to be collected for alternative programs, transportation, or supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

http://www.asba.ab.ca/services_for_boards/policy_advisories_fees.html

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The Alberta School Boards Association school fee advisory recognizes that fees should be waived for those who cannot afford them, and that no student should be prohibited from participating.

Fundraising

Parents are not to fundraise for core items such as textbooks. Some fundraising is appropriate for things like athletic uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents could not contribute.

School Choice

Choice is one of the important principles of Alberta's education system. When it comes to selecting a school, parents and students can choose from a wide range of options. They can select from public schools, Catholic schools, Francophone schools, private schools, and charter schools. They can also access a number of unique and innovative programs—including online schools. Parents can also opt to home school their children.

Information about Curriculum

Alberta has one of the best education systems in the world. One of the many reasons is a centralized, high quality curriculum that outlines what students are expected to learn and be able to do, in all subjects and grades. Alberta's curriculum is designed to help students achieve their individual potential and create a positive future for themselves, their families and their communities.

Accessing Information

Parents can access information about the curriculum and learning resources in a number of ways:

- Contact teachers or school administrators.
- **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Education Web site.

http://www.education.gov.ab.ca/k_12/curriculum/parent.asp

- In Alberta, the provincial curriculum is organized into **Programs of Study**. They contain learning outcomes for each subject area from Kindergarten to Grade 12. They are legal documents that outline why the educational program is offered, what students are expected to learn and the basic principles about how students are to achieve the required knowledge, skills and attitudes. School authorities use the *Programs of Study* to ensure that students meet provincial standards of achievement. However, they have flexibility to decide how to teach the curriculum and the order in which it is taught. They are available on the Alberta Education Web site or for purchase from the LRC.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/

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http://www.education.gov.ab.ca/lrdb

- The Authorized Resources Database on the Alberta Education Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.

http://www.education.gov.ab.ca

- The **Alberta Education Web site** contains information on learning from the early years to adulthood.

Curriculum Content—Deciding What Students Should Learn

The Alberta curriculum strives to:

- reflect the essential knowledge, skills and attitudes that Alberta students need to be well prepared for future learning and the world of work
- anticipate and plan for the needs of the future by considering the changes and developments in society such as trends in employment, globalization and advances in technology
- incorporate values of good citizenship and respect for different languages and cultures
- consider students' needs and abilities—intellectual, social, emotional and physical—at different ages and stages of growth
- ensure that each grade provides a foundation of knowledge for successful learning in subsequent years
- incorporate new discoveries and theories that are generally accepted by experts in subject areas
- develop skills that are necessary for success in learning a subject
- consider new research on proven teaching methods and how students learn best
- reflect the most appropriate level at which the skills are to be acquired
- integrate how the study of a subject contributes to student personal growth and development
- accommodate learning in different environments
- consider various ways of delivering a program to students, including new technologies and use of community resources such as distance learning and workplace learning.

Curriculum Development—Who Is Involved in the Process?

Alberta Education takes a lead role in developing and revising provincial curriculum. However, many others, including teachers, principals, parents, education experts, post-secondary institutions, elders and community members, play a vital role in the process. Input from various stakeholders ensures that curriculum continually meets the needs of students and that there are smooth transitions from grade to grade and to post-secondary education and the world of work.

Ensuring Curriculum Is Current

Curriculum must provide students with the knowledge and skills needed for the present and future. It is reviewed regularly and changes are made to keep it current and relevant. Curriculum revisions occur only after extensive consultations with education stakeholders.

Alberta Education plans any curriculum changes well in advance to minimize any impact on schools, teachers and students. This ensures that school authorities have sufficient time to prepare for the changes and purchase any needed resources.

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Revising Curriculum

If it is determined through the regular review process that there is a need to make minor or major revisions to a subject area in the curriculum, education stakeholders play a major role in the process. Alberta Education conducts initial consultations and prepares a draft *Program of Studies* for that subject area. The draft is shared with a wide variety of education stakeholders through advisory committees, online feedback forms, conferences and presentations to teacher specialist councils. Teachers play a vital role in the process. They use their practical knowledge about a subject and about students' needs at specific age levels to provide input and feedback during the process.

Implementing Curriculum

The draft *Program of Studies*, developed in consultation with education stakeholders, is referred to the Minister of Education for approval. Schools may have the opportunity to pilot the program for one year prior to full provincial implementation. This transition year gives schools time to prepare for the new curriculum. When a curriculum is implemented province-wide, all schools must teach the new curriculum. Alberta Education, in partnership with superintendents, boards, teachers, principals, parents and students, shares roles and responsibilities in the effective implementation of a new curriculum.

Alberta Education supports school authorities by producing teacher resources that provide ideas for lesson planning, instructional strategies and student assessment. Also, it provides orientation for school authority leaders and lead teachers about curriculum changes and shares updates at professional conferences and in-services.

http://www.arpdc.ab.ca

Professional development funds are provided to six Alberta Regional Professional Development Consortia. Each Regional Consortia organizes and provides activities to respond to in-service needs identified locally. This may include information and orientation sessions related to curriculum revisions.

http://www.lrc.education.gov.ab.ca

Alberta Education also provides funding to help schools purchase learning and teaching resources through the Learning Resources Centre. These resources are designed specifically to support the provincial curriculum.

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Aboriginal Education

Aboriginal peoples throughout the province have indicated they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta. Alberta Education shares this goal with parents.

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that promote Aboriginal perspectives. All students in Alberta should understand and be aware of Aboriginal history, culture, lifestyles and heritage. The First Nations, Métis and Inuit (FNMI) initiative works to infuse Aboriginal perspectives into the existing Kindergarten to Grade 12 programs of study. The First Nations, Métis and Inuit (FNMI) Education Policy Framework (2002) provides further information on this initiative. Student and teacher resources have been developed by Alberta Education to support the inclusion (or infusion) of Aboriginal content in teaching and learning.

http://www.education.gov.ab.ca/nativeed/nativepolicy

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.education.gov.ab.ca/k_12/specialneeds/teacherresourcesceat.pdf

A Handbook for Aboriginal Parents of Children with Special Needs provides information to assist Aboriginal parents in working with schools to meet the special education needs of their children. This resource is available for purchase from the LRC.

http://www.lrc.education.gov.ab.ca

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Daily Physical Activity

Starting in September 2005, school authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school. Daily Physical Activity (DPA) is based on the belief that healthy students are better able to learn and that school communities provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle.

Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit for daily physical activity and for healthy lifestyles. The daily physical activities offered in your school should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

Parents can assist implementation of DPA and enhance the health benefits received by students through a supportive home environment; e.g., encouraging your child to be active every day, walk your child to school or facilitate a walking school bus program at school.

http://www.paguide.com

For further information and ways to increase physical activity at home, visit the Public Health Agency of Canada's Web site.

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Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

Supports for Learning

Students have individual learning needs. Schools, supported by Alberta Education, provide a variety of programs and services to meet the individual needs of students.

English as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can function in the regular classroom as quickly as possible.

Special Needs

http://www.education.gov.ab.ca/k_12/specialneeds/

The *School Act* specifies that school boards are responsible for determining if a student is in need of a special education program. Students with special education needs, including those with mild, moderate and severe disabilities, and those who are gifted and talented, require specialized learning opportunities in order to receive an education that is consistent with their identified learning needs. School boards must provide special education programming for all school-age children with special education needs.

If you feel your child has learning difficulties, you should talk to the classroom teacher to share knowledge about your child that could assist in determining the cause of these difficulties and in deciding if there are specific teaching and learning strategies that might improve your child's learning. School staff can use a number of informal ways to identify learning needs. If it is apparent that school-based strategies are not enough, the teacher, in consultation with parents, will make a referral for specialized assessment. Your child's teacher or the school principal will have information on the assessment procedures for your area.

Students with special education needs may require changes to: instruction, assessment strategies, materials and resources, classroom environment, equipment and/or the regular curriculum. In addition, some students may require referral to specialized health-care services.

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For more information on a Review by the Minister, contact the Disputes Management Team Leader at 780–427–7235 or see Policy 3.5.1–Review by the Minister http://www.education.gov.ab.ca/educationguide/pol-plan/polregs/351.asp.

Most students with special education needs are placed in regular classrooms in their neighbourhood or local schools, and are provided with programming, supports and services to meet their individual needs throughout the school day. There are a range of programming options possible—different students need different kinds of support. Deciding on the educational programming for an individual student is a collaborative process and in most instances, parents and school staff agree on appropriate placements. If there is a disagreement, parents can appeal a decision at the district level. The school principal can provide information on the appeal procedure in your district. If parents do not agree with the decision of an appeal to the school board, they may write to the Minister of Education and ask for a review of the board decision.

All students with identified special education needs require an individualized program plan (IPP). An IPP is a plan of action with measurable goals. It identifies your child's specific strengths, needs and current level of performance. The IPP also explains what your child will be learning and how he or she will be learning. The IPP is a flexible tool that is updated regularly. Parents, school staff and the student need to work together as a learning team to ensure that the IPP is implemented.

The following resources provide additional information.

http://www.education.gov.ab.ca/k_12/curriculum/ParentResources.asp

- *The Learning Team: A Handbook for Parents of Children with Special Needs* (2003) – Information for parents of children with special needs.

http://www.education.gov.ab.ca/k_12/specialneeds/

- *Standards for Special Education* (Amended June 2004) – Information on the requirements for school boards regarding delivery of education programs and services to students with special needs in grades 1–12.

http://www.education.gov.ab.ca/k_12/curriculum/resources/TheJourney/journey.asp

- *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented* (2004) – Information and strategies for nurturing your child's learning and emotional well-being at home, in school and in the community.

The *Handbook for Aboriginal Parents of Children with Special Needs* and *Our Treasured Children* videotape are available for purchase from the Learning Resources Centre (LRC). Order online at http://www.lrc.education.gov.ab.ca/.

- *A Handbook for Aboriginal Parents of Children with Special Needs* (2000) – Information for Aboriginal parents about rights and responsibilities regarding the education of their children with special needs.
- *Our Treasured Children* is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

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Distance and Online Learning

http://www.education.gov.ab.ca/ltb/

Alberta Education designs and develops a variety of print and electronic learning resources to support distance learning, online delivery and regular classroom programs through the use of modern technologies.

The distance learning resources developed are provincially authorized resources that support educational program delivery in Alberta. For a listing of all distance learning resources available for purchase or study, visit the LTB Resources Available Web page.

http://www.education.gov.ab.ca/ltb/400/crslist.html

http://www.lrc.education.gov.ab.ca

For information about purchasing distance learning materials, contact the LRC.

Digital Resources to Support Curriculum Outcomes

http://www.learnalberta.ca

LearnAlberta.ca is a Web site that provides quality online resources to the Kindergarten to Grade 12 community in Alberta. It is a safe, reliable and innovative collection of learning resources developed by Alberta Education in consultation with stakeholders. Students, teachers and parents can access multimedia learning resources here that are based on Alberta Education curriculum guidelines. A featured resource is the Online Reference Centre, a collection of multimedia encyclopedias in French and English. These reference materials include newspapers, magazines, books, maps, pictures, videos and transcripts suitable for all grades and subject areas.

User ID's and passwords are available from school principals or by emailing: LearnAlberta.Contact@edc.gov.ab.ca

Assessment

Assessing Student Achievement

http://www.education.gov.ab.ca/k_12/testing/default.asp

In the classroom, a teacher uses a variety of means to assess students' learning throughout the school year. These assessments are based on the instruction being provided, in order to inform the teacher's planning from day to day. Classroom assessment may serve a diagnostic purpose, indicating students' strengths and weaknesses in specific skill areas. At other times classroom assessment may be formative, indicating how well students have achieved in a unit of study or how well they have achieved to a particular point in the course. At the end of a school year, a teacher also assesses how well the students have achieved the expected learning outcomes in the curriculum for that grade. This type of assessment is designed primarily for reporting purposes. All these classroom assessments are integral to instruction, and they are complemented by the provincial achievement tests.

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Provincial Achievement Tests

As well as being assessed by their teachers throughout the school year, students write provincial achievement tests at the end of grades 3, 6 and 9. Each achievement test provides a common measure for students across the province, based on the curriculum. The tests are designed to provide information about students' achievement in relation to provincial standards. This information is valuable to schools for review of programs and improvement of students' learning. As well, the information assists schools, school authorities and the province in reporting to parents and other Albertans on the achievement of students.

In Grade 3, students write achievement tests in English language arts and mathematics. Grade 3 students in French language programs write the French form of the mathematics achievement test. Grade 6 and Grade 9 students write tests in language arts, mathematics, science and social studies. Grade 6 and Grade 9 students in French language programs write both the English and the French language arts tests and the French forms of the other subject area achievement tests. Alberta Education is also developing provincial achievement tests for the Grade 9 Integrated Occupational Program (IOP). The first province wide administration of the IOP tests is planned for the 2006–2007 school year.

The curriculum statements provided in the following pages serve as the basis for developing the achievement tests for the particular grade and course specified. Classroom teachers work with staff of Alberta Education to develop questions for the tests, and these questions are field tested in classrooms across the province. Teachers also participate in standards setting and in the marking of the language arts tests. The involvement of teachers and the information gained from field testing help to ensure that the achievement tests are appropriate for the students and accurately reflect the grade-level curriculum.

Detailed reports are provided to schools and school authorities on the achievement test results of their students. These reports indicate the percentages of students achieving the provincial standards on each test, and they provide information about students' performance in particular areas of the curriculum. A school also receives an Individual Student Profile (ISP) of results for each student who wrote the achievement tests. The ISP shows the student's scores on the tests in relation to the provincial standards. Duplicate copies of the ISP sheets are provided to the schools for the students' parents.

http://www.education.gov.ab.ca/k_12/testing

Information about provincial achievement testing is provided in the *Parent Guide to Provincial Achievement Testing/Guide des parents Programme des tests de rendement provinciaux*. A separate parent guide is available for Grade 3, Grade 6, and Grade 9, and copies of the guides are available in schools across the province. Additional information about achievement testing is available on the Alberta Education Web site. This includes sample tests, as well as summary results for the province and for individual schools and school authorities.

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Grade 3

Overview of Grade 3

In Grade 3, students study required subject areas. Optional subject areas may be available at the local school. Students have access to 950 hours of instruction during a school year.

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 3 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Education Web site or from the LRC.

Required Subject Areas. ***Students take:***						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Optional Subject Areas. ***Schools may offer:***	
Drama	Languages Other than English*

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

New Courses for 2005–2006 School Year:

- Social Studies
- Cree Language and Culture
- German Language Arts
- Italian Language and Culture

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith and live Christian lives.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and also use as prayer.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student's life experience and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The Grade 3 Religious Education Program invites students to explore their belonging to God in the community of faith, the Church. The students study the Church as the people of God gathered in the Spirit of the Lord Jesus. They reflect on the Church as a visible expression of God's Spirit among us, as a community which gathers those who follow Jesus to express and celebrate faith in him, and, to live and act through his Holy Spirit.

Students explore these themes through the study of 10 units:

Unit 1

We welcome and gather in the Spirit.

The students welcome one another, get acquainted, begin to create their classroom environment and gather their hopes and dreams for the year. They reflect on God's dream of gathering people into one family. The students celebrate and savour that dream.

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Unit 2	**The Holy Spirit gathers and feeds us at Eucharist.** The students deepen their experience of gathering and focus on the Eucharist as the central act of gathering the Christian community. They begin to see the eucharistic action as the activity of the Holy Spirit working toward God's dream of gathering all people into "one body, one spirit, in Christ". The students engage in the preparation and celebration of the Eucharist.
Unit 3	**The Holy Spirit calls and anoints us in Baptism and Confirmation.** The students reflect on the Eucharist and on their membership in this assembly of God's people. They explore Baptism and Confirmation as ritual celebrations of their initiation into Christ. As they explore these they begin to recognize that the sacraments of initiation call and empower everyone to serve others.
Unit 4	**The Holy Spirit comes upon Advent people.** The students are invited to experience the true meaning of the season of Advent. Through ritual, symbol and story they enter into the hopes and expectations of the season, to better understand the meaning of God's coming among us, and to see how Jesus continues to come into our lives today. The students celebrate the hope of God's dream to gather all people together into Christ.
Unit 5	**The Holy Spirit dwells in Jesus.** The students are invited into the mystery of Christmas and the celebration of God's dwelling among us. They begin to explore the activity of the Holy Spirit in Jesus' ministry and how this power of the Spirit helps Jesus to accomplish God's dream.
Unit 6	**The Holy Spirit dwells in the followers of Jesus.** The students explore how Jesus, filled with the Holy Spirit, begins the gathering of God's people through the calling of men and women as disciples. They are invited to see the working of the Spirit in the new community called the Church. The students enter into the stories of people who are witnesses to the actions of the Spirit in our time.
Unit 7	**The Holy Spirit fills the whole earth.** The students are invited to see all of creation as Spirit filled and to recognize the role and responsibility of human beings in caring for God's creation. As "images of God" they see that what they do can make a difference. They are invited to praise and bless God for creation.

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Unit 8 — **The Holy Spirit reconciles people.**

The students explore the experience and reality of evil, and the activity of the Holy Spirit as the power that makes reconciliation and forgiveness possible in our world. They reflect on Jesus' understanding of forgiveness, and on their own readiness to celebrate the Sacrament of Reconciliation. They reflect on the love of God as shown in the Passion of Jesus and how this love heals our sin and division.

Unit 9 — **The Holy Spirit gives new life.**

The students savour the Easter feast and enter into the mystery of new life in the Spirit. They hear about people who have experienced the power of Jesus' resurrection in their lives and begin to see how that "new life in the Spirit" is witnessed in the actions of people.

Unit 10 — **The Holy Spirit is alive.**

The students are invited to enter into their participation of the great gathering of God which is the Church. They gather with the community to listen to God's word and recite the Creed, symbolizing who we are in Christ.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer we give praise and thanks for God's loving presence, and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are encouraged to contact their parish to begin their immediate preparation for the sacraments.

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The Religious Education Program interprets for the student what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the Church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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Required Subject Areas

The required subject areas are the foundation of the elementary program.

Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

English Language Arts

View the English language arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english/

There are two basic aims of English language arts. One aim is to encourage, in students, an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of purposes, with a variety of audiences and in a variety of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 3 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts
- discuss areas of personal accomplishment as readers, writers and illustrators
- ask for the ideas and observations of others to explore and clarify personal understanding
- experiment with arranging and recording ideas and information in a variety of ways

Comprehend and respond personally and critically to oral, print and other media texts

- share ideas developed through interests, experiences and discussion that are related to new ideas and information
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
- summarize the main idea of individual oral, print and other media texts

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- describe the main characters in terms of who they are, their actions in the story and their relations with other characters
- add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot

Manage ideas and information

- identify facts and opinions, main ideas and details in oral, print and other media texts
- ask topic-appropriate questions to identify information needs
- locate answers to questions and extract appropriate and significant information from oral, print and other media texts
- record facts and ideas using a variety of strategies; list titles and authors of sources
- use titles, headings and visuals to add interest and highlight important points of presentation
- assess the research process, using pre-established criteria

Enhance the clarity and artistry of communication

- combine and rearrange existing information to accommodate new ideas and information
- print legibly, and begin to learn proper alignment, shape and slant of cursive writing
- understand and use vocabulary associated with keyboarding and word processing
- use adjectives and adverbs to add interest and detail to own writing
- identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing
- present ideas and information on a topic, using a pre-established plan
- speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas
- rephrase, restate and explain the meaning of oral and visual presentations

Respect, support and collaborate with others

- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities
- demonstrate respect for the ideas, abilities and language use of others
- work cooperatively with others in small groups on structured tasks
- contribute ideas and information on topics to develop a common knowledge base in the group

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Mathematics

View the mathematics subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies to solve problems
- use visualization to assist in problem solving, processing information and making connections.

The following learning outcomes are selected from the Grade 3 Mathematics Program of Studies.

Number

- develop a number sense for whole numbers 0 to 1000, and explore fractions (fifths and tenths)
- apply an arithmetic operation (addition, subtraction, multiplication or division) on whole numbers, and illustrate its use in creating and solving problems
- use and justify an appropriate calculation strategy or technology to solve problems

Patterns and Relations

- investigate, establish and communicate rules for numerical and non-numerical patterns, including those found in the home, and use these rules to make predictions

Shape and Space

- estimate, measure and compare, using whole numbers and primarily standard units of measure
- describe, classify, construct and relate 3-D objects and 2-D shapes
- use numbers and direction words to describe the relative positions of objects in one dimension, using everyday contexts

Statistics and Probability

- collect first- and second-hand data, display the results in more than one way, and interpret the data to make predictions
- use simple probability experiments, designed by others, to explain outcomes

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Science

View the science subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/science/

View science digital resources on the LearnAlberta.ca Web site at http://www.learnalberta.ca

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

The following learning outcomes are selected from the Grade 3 Science Program of Studies.

Rocks and Minerals

- demonstrate knowledge of materials that comprise Earth's crust, and demonstrate skill in classifying these materials
- study soil, learning that different soils have different compositions, and that components materials include rock fragments and remains of living things
- explore similarities and differences in various kinds of rock, using simple tests and tools

Building With a Variety of Materials

- use, safely, a variety of tools, techniques and materials in construction activities
- construct structures, using a variety of materials and designs
- compare the effectiveness of the various materials and designs for their intended purposes

Testing Materials and Designs

- compare paper, clay, cardboard, styrofoam or other available materials to see which are strongest, which resist bending, crushing or tearing, and which are easiest to shape or join
- test different shapes or thicknesses of materials for strength and stability
- evaluate the suitability of different materials and designs for their use in a building task

Hearing and Sound

- describe the nature of sound
- learn about sound travel by studying what things carry sound
- learn what happens to sound when it reaches their ears
- demonstrate methods for producing and controlling sound

Animal Life Cycles

- observe the life cycle of one small animal, from its earliest stage to adulthood
- compare the life cycle of insects with that of vertebrate animals
- describe the appearance and life cycles of some common animals, and identify their adaptations to different environments
- identify requirements for animal care

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Social Studies

View the social studies subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/

A new Grade 3 social studies program is being taught this school year. The aim of the new social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta's new social studies program are concepts of citizenship and identity in the Canadian context. It will also include the reflection of multiple perspectives, including Aboriginal and Francophone that contribute to Canada's evolving realities. The new program will also have a greater focus on Canadian and Alberta history. Implementation of the new Grade 3 social studies program begins in the 2005–2006 school year.

Grade 3 students will investigate life in four diverse communities around the world. The contemporary communities examined will be drawn from India, Tunisia, the Ukraine and Peru. Students will inquire into how geographic, social, cultural and linguistic factors affect quality of life in communities in the world. Students will enrich their awareness and appreciation of how people live in other places. Their understanding of global citizenship will be further developed and they will recognize Canada's involvement in other parts of the world.

Grade 3 provides opportunities to explore the defining and diverse nature of communities around the world. There will be an exploration of how common human needs are met and how they contribute to quality of life. Grade 3 also introduces students to global citizenship.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

The following learning outcomes are selected from the revised Grade 3 Social Studies Program of Studies.

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Communities in the World

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Values and Attitudes

appreciate similarities and differences among people and communities:

- demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)

Knowledge and Understanding

examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What determines quality of life? (CC)
- How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)
- How does access to public services affect the communities (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM)
- What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)
- How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC)
- How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM)
- How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM)
- How do the individuals and groups in the communities maintain peace? (GC, PADM)
- How do the individuals and groups in the communities cooperate and share with other group members? (C, CC)
- How is cultural diversity expressed within each community? (CC, I)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- Where, on a globe and/or map, are the communities in relation to Canada? (LPP)
- In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP)
- In what ways do the communities show concern for their natural environment? (GC, LPP)
- How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP)

examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:

- What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)
- What goods and services do the communities import from and export to other parts of the world? (ER, GC)
- What are the main forms of technologies, transportation and communication in the communities? (ER, GC)

Global Citizenship

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru.

Values and Attitudes

appreciate elements of global citizenship:

- recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC)
- respect the equality of all human beings (C, GC, I)

	C Citizenship			I Identity	
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Knowledge and Understanding

explore the concept of global citizenship by reflecting upon the following questions for inquiry:

- How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC)
- What are some environmental concerns that Canada and communities around the world share? (ER, GC)
- In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM)
- How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC)
- What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC)
- What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM)

	C Citizenship		I Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/ict/

Students learn how to use and apply a variety of information and communication technologies; the nature of technology and the importance of technology in daily life. ICT is learned most effectively in the context of subject areas such as language arts, mathematics, science and social studies. The ICT curriculum is not intended to be taught as a stand-alone course but rather to be infused within the teaching of other programs of study.

The ICT Program of Studies is organized by division. The following is a sample of the Division 1 learning outcomes that students are expected to meet by the end of Grade 3.

Communicating, Inquiring, Decision Making and Problem Solving

- access and retrieve appropriate information from electronic sources for a specific inquiry
- process information from more than one source to retell what has been discovered

Foundational Operations, Knowledge and Concepts

- identify technologies used in everyday life
- describe particular technologies being used for specific purposes
- demonstrate courtesy and follow classroom procedures when making appropriate use of technology

Processes for Productivity

- create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques
- edit complete sentences, using such features of word processing as cut, copy and paste

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Physical Education

View the physical education subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits. All learning outcomes are to be met through physical activity as a means of fostering a desire in students to participate in lifelong physical activity.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

The following learning outcomes are selected from the Grade 3 Physical Education Program of Studies.

Activity

Basic Skills

- respond to a variety of stimuli to create locomotor and nonlocomotor sequences

Application of Basic Skills

- select and perform basic skills in a variety of environments and using various equipment; e.g., snowshoeing
- select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others
- perform and play lead-up games and demonstrate elements of space awareness, effort and relationship

Benefits Health

Functional Fitness

- describe the concept of energy required for muscles
- demonstrate and describe ways to improve personal growth in physical abilities

Body Image

- describe personal physical attributes that contribute to physical activity

Well-being

- describe the benefits of physical activity to the body

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Cooperation

Communication
- describe and demonstrate respectful communication skills appropriate to context

Fair Play
- identify and demonstrate etiquette and fair play

Leadership
- accept responsibility for assigned roles while participating in physical activity

Teamwork
- display a willingness to share ideas, space and equipment when participating cooperatively with others

Do It Daily ... for Life!

Effort
- express a willingness to participate regularly in physical education class
- describe factors that encourage movement and a personal feeling about movement

Safety
- demonstrate and participate in safe warm-up and cool-down activities
- tell about safe movement experiences in various environments; e.g., gymnastic equipment

Goal Setting/Personal Challenge
- set and achieve a short-term goal to increase effort and participation in one area of physical activity

Active Living in the Community
- describe types of physical activities people choose within the community and reasons for their choices
- make appropriate movement choices with consideration for safety of personal space, ability and surrounding environment

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certificate from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted, where appropriate.

Physical Education Online

http://www.education.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:
- Program of Studies—The general outcomes and grade specific outcomes for K–12.
- Teacher Resources—Links to authorized resources, the Guide to Implementation, teaching tools, and activities and lessons that address the outcomes for the K–12 physical education program.
- Home Education—This portion is designed for parents and teachers to use with students who may be enrolled in an online or home education physical education course.

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Health and Life Skills

View the health and life skills subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The following learning outcomes from the Health and Life Skills Program of Studies are taught from a Catholic viewpoint and perspective.

Wellness Choices

Personal Health/Safety and Responsibility

- make responsible and informed choices to maintain health and to promote safety for self and others. God gives us the gifts of life and health; we are called to care for and respect these precious gifts

Relationship Choices

Understanding and Expressing Feelings/Interactions/Group Roles and Processes

- develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions. The glory of God is in fully alive people who revere the dignity that all persons share by virtue of being created in God's image and likeness

Life Learning Choices

Learning Strategies/Life Roles and Career Development/ Volunteerism

- use resources effectively to manage and explore life roles and career opportunities and challenges. Our Christian vocation is to use our gifts, talents and the resources available to us in building God's reign of peace and love by serving others

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Art and Music

View the fine arts subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

The following learning outcomes are selected from the Grade 3 Art Program of Studies.

- make distinctions within classes of natural objects or forms
- assess the visual qualities of objects
- perfect forms and develop more realistic treatments
- improve compositions by refining, rehearsing and critiquing
- express a feeling or a message
- use media and techniques, with an emphasis on mixing media and perfecting techniques in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

The following learning outcomes are selected from the Grade 3 Music Program of Studies.

- understand that some music does not have a steady beat
- understand that two or more melodies can occur simultaneously; e.g., rounds, partner songs, descants
- understand that changes in dynamics add to the effect of music
- recognize the instruments in the four families of the orchestra: string, woodwind, brass, percussion
- participate in folk, square or traditional ethnic dances
- sing two-part rounds and simple descants
- recognize 4/4 time signature
- create movement to demonstrate form in music

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Optional Subject Areas

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

Optional Subject Areas. *Schools may offer:*	
Drama	Languages Other than English

Drama

View the drama subject page at http://www.education.gov.ab.ca/k_12/curriculum/bySubject/finearts/

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

Languages Other than English

http://www.education.gov.ab.ca/languages/ToolKit.asp

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German, Spanish and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Aboriginal Languages

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop a desire to extend or improve proficiency in the Blackfoot or Cree language

French Immersion Program

http://www.education.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

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There are many delivery models for French immersion present in Alberta schools.

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English language programs of study, which is identical or comparable to the one used in the English language programs. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available for purchase from the LRC.

French Language Arts

http://www.education.gov.ab.ca/french/FLA/abrege/imm_3.pdf

In Division 1, the French language arts program of studies is primarily intended to develop oral vocabulary and basic syntax that will enable students to engage actively in classroom activities. By first learning orally the basics of the French language, especially vocabulary, students are able to learn how to read since the words they encounter in their reading will now have meaning. They will also have acquired words and basic sentence structures to express themselves in writing.

Note: The development of basic language skills does not take place in isolated exercises, but rather in context, so that students learn not only the rules but also when and how to apply them.

In Grade 3, learning occurs primarily:

In **oral comprehension** through:
- listening to texts in various subject areas
- listening to recorded texts supported by illustrations
- viewing audiovisual documentaries.

In addition to continuing the development of basic listening strategies, students learn the importance of establishing links between new information and what they already know about the topic to carry out their listening project.

In **reading comprehension**:

Teachers will select, for their students, texts of approximately:
- **150 to 200 words**, in the case of general texts used for information purposes
- **300 words**, in the case of stories whose content is related to the students' prior knowledge but introducing an aspect that is not always familiar.

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In **oral production**:

Themes for presentations and discussions may be chosen from various subject areas. Students should have had the opportunity to explore topic-related vocabulary in various contexts. Proposed situations should allow students to demonstrate what they already know or have learned about a given topic, or to represent their imaginary world.

Student presentations and discussions should be short and well structured, with emphasis on:

- the meaning of the message
- the sequence of actions to report an event or tell a story
- the importance of teacher feedback to improve the quality of their message.

In **writing**:

Students learn to write short texts to develop an aspect of a given topic and write short stories to represent their imaginary world.

The main purpose of these activities is to enable students to integrate the basic elements of the written language:

- the choice of words to express their ideas
- word order in increasingly complex sentences
- punctuation in increasingly complex sentences
- spelling.

French as a Second Language

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a course sequence in which the French language is taught as a subject to help students develop communication skills in French and acquire an appreciation and understanding of Francophone cultures.

Currently, the province of Alberta supports the implementation of FSL on an optional basis to schools and school boards. Once the Languages Initiative is implemented, FSL will become compulsory or optional according to school board policy and decisions.

The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations
- acquire knowledge about local, provincial, national and international Francophone groups in order to become more aware of their presence and to understand them better
- confirm their own cultural identity
- develop French language vocabulary and grammar through thematic activities, tasks and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

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The FSL course sequence is grade-level based. Each grade plays an important role in the student's ability to develop and apply their communicative and strategic skills and their language and cultural knowledge.

http://www.education.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/definition.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents*. It is available on the Alberta Education Web site or for purchase from the LRC.

Spanish Language Arts

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This course is designed as the Spanish language learning component for students in the Spanish bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Spanish confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the cultures of the Spanish-speaking world for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Ukrainian Language Arts

http://www.education.gov.ab.ca/k_12/curriculum/bySubject/languages/default.asp

This course is designed as the Ukrainian language learning component for students in the Ukrainian bilingual program.

Students acquire knowledge, skills and attitudes in the areas of listening, speaking, reading, writing, viewing and representing. They learn to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning. They are able to explore, understand and appreciate the Ukrainian culture for personal growth and satisfaction, and to participate in and contribute to an interdependent and multicultural global society.

Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian, Polish and Spanish. These locally developed courses are based on local needs and demands, and may not always be available.

For more information on second language instruction offered in your area, please contact your local school board.

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Feedback Form

Curriculum Handbook for Parents 2005–2006: Grade 3

Catholic School Version

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree**, **Disagree**, **Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Education Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

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Thank you for your feedback.

Please send your response to:

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